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ABSTRACT

This document describes a flexible, four-component model for designing and implementing comprehensive staff development programs in North Carolina community colleges and technical institutes. The model assumes that the staff development program of an institution incorporates the personal development plans of individual faculty and other institutional staff, and that the program reflects needs which can be identified by comparing the qualifications of faculty and staff with local standards or requirements of accrediting bodies. The four components of the model take the form of committees: a staff development committee which leads, coordinates, implements and evaluates the staff development program; specialty committees which include all faculty/staff members organized into subgroups by area of specialty, which identify required competencies, assess proficiencies, develop lists of professional development needs and suggest appropriate activities; a core committee which consolidates the identified development needs and suggested activities; and, an institutional review committee which assures that the institution is in compliance with local and/or external standards. A graphic representation of the comprehensive staff development model is included as are step-by-step instructions and forms for use in implementation and reporting. (JDS)

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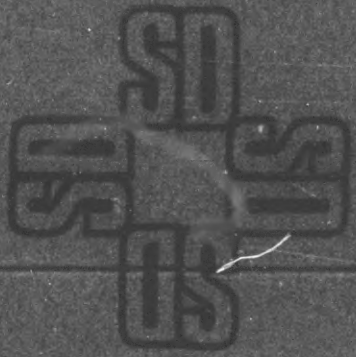
# COMPREHENSIVE STAFF DEVELOPMENT PLANNING MODEL




NORTH CAROLINA
DEPARTMENT OF
COMMUNITY COLLEGES

RALEIGH, NORTH CAROLINA

JC 770 .186

# COMPREHENSIVE

# STAFF DEVELOPMENT PLANNING

# MODEL

DIVISION OF STAFF DEVELOPMENT

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

RALEIGH, NORTH CAROLINA

# INTRODUCTION

Among the factors which influence the effectiveness of the two year post secondary educational institution is the competence of its faculty and staff. As the Community College movement has matured, the faculty and staff of most institutions have become more stable. The turnover rate has drastically reduced and the number of new people being employed in key jobs has steadily declined. Many institutional presidents point to this low turnover rate with pride and cite it as proof of a satisfied and qualified faculty and staff. Despite the many positive aspects of low turnover faculty and staff stability also may create a situation in which stagnation of creative ability and initiative can appear. A stable faculty and staff require special efforts to retain vitality and responsiveness and to stay on the "cutting edge", whereas, in less stable situations the constant influx of new people bringing with them new ideas and a new vitality may be rejuvenating to the institution.

For several years, the Community Colleges and Technical Institutes across the country have sought to face up to the issue of faculty and staff renewal. Many studies have been made with various results and a myriad of conclusions. Staff development has been included in collective bargaining agreements in some states, state associations of staff development personnel have been formed and are growing at a rapid rate, books have been written, bibliographies have been prepared and according to one expert the national authorities are already beginning to abandon the staff development issue and to seek the next issue in community college education. But the questions regarding staff development persist:

1. What is staff development?
2. Why do we need it?

3. How can we accomplish it most effectively?

4. How can we pay for it?

5. How can we schedule our time to make room for it?

The answers to date have been inconclusive.

Jerry Gaff points out, that today there exists a great variability among programs reflecting the diversity among the institutions themselves. But there is a great difference also among individuals in the basic assumption of what makes faculty members better teachers, and other staff members more effective in their institutional role.

The failure of the national and regional studies to deal with staff development in a manner which provides solutions to the situation in the North Carolina Community College System has caused us to develop a model to guide the staff development planning effort of the institutions within the system.

## PRINCIPLES OF STAFF DEVELOPMENT

There are several principles which guided the development of the model. Each one is important in its own right, but together they reflect a philosophy of respect for the professional educator and the responsibility of the individual in controlling his own fate. The principles are obvious to most educators, but perhaps they have not been articulated precisely in this manner before. They are reflected throughout the planning process. It is our belief that the process may be changed at any time a change would better satisfy the needs of the faculty and staff. The principles themselves should be followed without change:

The principles are:

1. Faculty and staff development is a responsibility of the individual more than the institution. Each individual must make the decisions which affect his professional growth. Career planning is his responsibility. Likewise, the responsibility for failure to grow rests squarely upon his shoulders.

2. Every faculty member and every staff member should have his own annual professional development plan. The summary of all the individual plans represents the total institutional plan.

3. The institutional plan must serve to satisfy both the institution needs and the needs of the individual.

4. There must be a price tag on the plan so that reasonable judgment can be made regarding the value of each activity.

5. There must be a method for adjusting the plan to accomodate changing needs, and for the evaluation of the plan.

6. All faculty and staff should be involved in staff development.

7. No monetary rewards should be given for participation in the plan.

## COMPREHENSIVE STAFF DEVELOPMENT PLANNING MODEL

Effective comprehensive staff development plans respond to the professional needs of the individual faculty or staff member while simultaneously providing the pre-service or in-service activities to maintain a qualified faculty and staff as required by accrediting agencies and other regulatory bodies.

We may view staff development needs as being of two major types. The first is the individual needs which are determined by measuring the competencies of an individual against those required by his current job or a job to which he aspires. The individual's staff development plan which he designs to satisfy these needs can be characterized as a highly personal activity involving a soul-searching evaluation, the recognition of personal and professional weaknesses, the establishment of personal professional goals and a commitment to the attainment of those goals. Although the individual may perceive his needs in a broader sense and establish his personal goals accordingly, the comprehensive staff development planning model must deal only with those personal goals which lead also to the fulfilling of the institutional purpose.

Institutional needs are those which are derived by measuring the qualifications of the faculty and staff against those required by regulatory bodies or against standards which may be adopted by the institution itself. Such requirements are usually stated in terms of formal education requirements and/or experience requirements. Failure to meet such standards may adversely affect the accreditation of the institution or create difficulties for students in the transfer of credits or in their eligibility for licensing in some occupations.

Institutional needs may be identified in other ways also. The long-range program planning often will indicate a need for staff training to prepare staff for new positions or for projected changes in the positions they currently hold.

A comprehensive staff development plan must deal effectively with both the individual needs and the institutional needs.

In constructing a comprehensive staff development plan we must assess the needs, set goals and objectives, devise strategies, and provide for appropriate evaluation, keeping in mind the dual needs and goals with which we are working. The first element in such a plan would appear to be a staff development plan for each member of the faculty and staff with a consolidation of these plans being a major part of the overall institutional plan.

The first objective of comprehensive staff development planning then is the development of individual plans for every person employed by that institution including full-time, part-time, faculty, administration, clerical, maintenance, etc. Each plan should be based upon the needs of the individual as he perceives them. These perceptions often are inaccurate or inappropriate unless a logical objective procedure is used in making the assessment. These techniques should include an evaluation of proficiency as measured against a predetermined standard. To establish a personal standard one must first identify the competencies in which proficiency is required or desired. The model begins with the identification of these competencies.

In the case of faculty, competencies generally may be categorized into two types; competence in content (the information or skill to be taught) and competence in teaching. Professional development in terms of these types of competencies may occur at two levels also. First we must be concerned with maintaining present levels of efficiency and effectiveness. With the vast

changes which are occuring, in-service operations are required just to stay up to date; in other words, to protect ourselves against obsolescence. We may label this effort as the maintenance level. Second, professional development should be concerned with expanding competencies and proficiency levels in preparation for new roles and new responsibilities. A simple matrix provides a more concise view of this challenge:

| AREAS OF PROFICIENCY | LEVELS OF STAFF DEVELOPMENT | |
|---|---|---|
| | Maintenance | Growth |
| Specialty (Subject matter) | | |
| Teaching Skill | | |

The proposed model provides a scheme for planning the professional development program of an institution in a manner which includes the identification of competencies, the assessment of institutional and individual needs, the consolidation of needs, the planning of strategies, and evaluation of the program. To perform these functions the faculty and staff are organized into four committees:

1. STAFF DEVELOPMENT COMMITTEE

   The staff development committee is a standing committee of the institution appointed in the same manner as other standing institutional committees. Their primary purposes are to provide leadership to the staff development effort, to coordinate the planning effort, to implement the plan, and to evaluate its effectiveness. In this regard, it is a leadership committee and should include persons with leadership ability. Care should be taken to assure representation of all segments of the institution while keeping the committee to a size which is manageable.

2. SPECIALTY COMMITTEE

The specialty committees include every faculty and staff member organized into committees according to similar responsibilities and similar subject areas. The primary task of each of these committees is to record the competencies required in their jobs as they perceive them, to assess their own proficiency against these competencies, to develop their lists of professional development needs and to suggest activities which will satisfy those needs. All information generated by these committees is referred to the Core Committee.

3. CORE COMMITTEE

The Core Committee is composed of one representative from each of the specialty committees. The primary function is to review the statement of needs and suggested activities received from the specialty committees, to consolidate those needs which are common to several specialty committees and to suggest activities which offer the best solution. Reports from this committee are referred to the Staff Development Committee.

4. INSTITUTIONAL REVIEW COMMITTEE

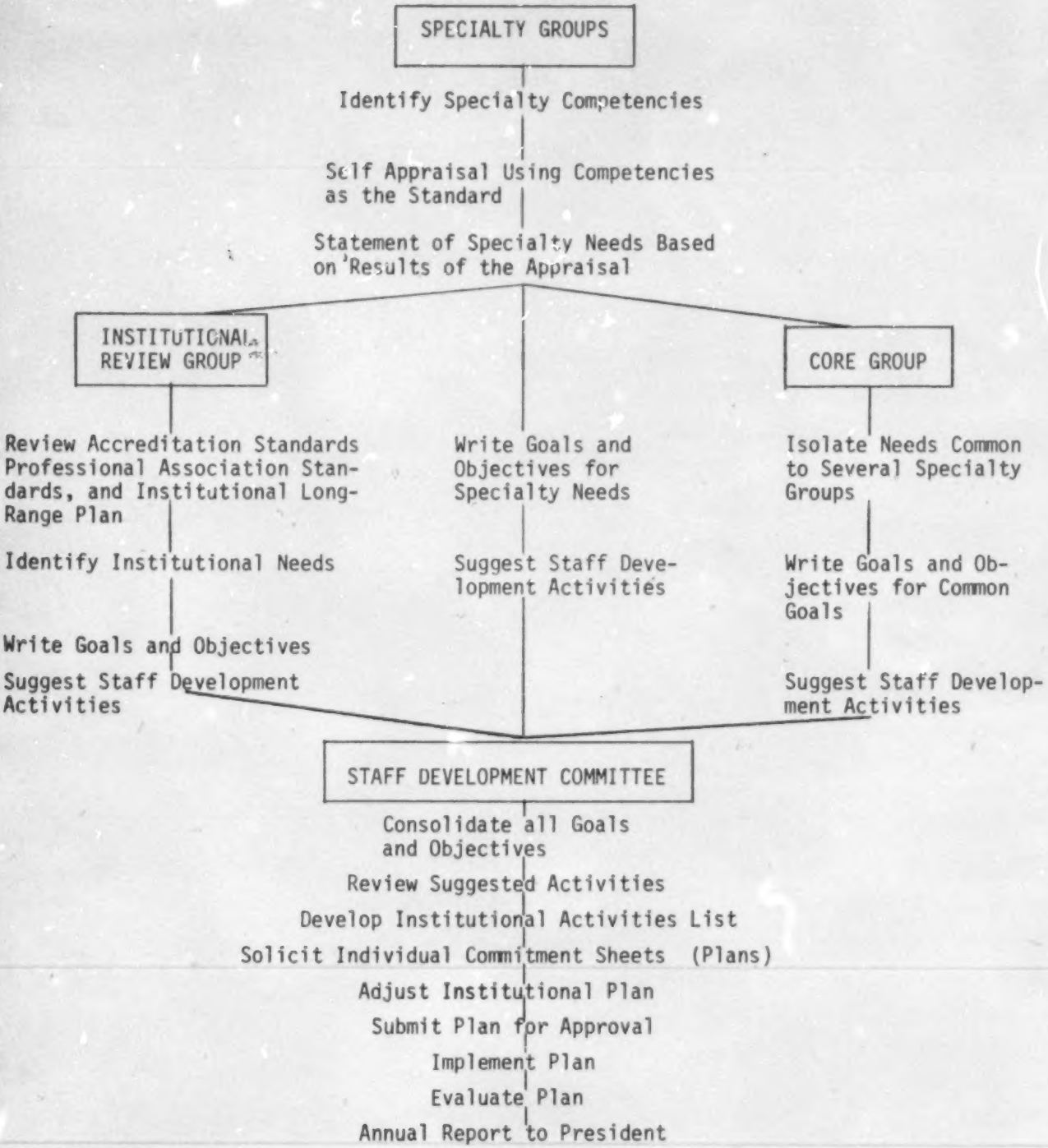
The institutional review committee is appointed by the Staff Development Committee and should include persons who are involved with or have knowledge of the various accreditations of the institution. In addition, persons who are involved in long-range planning for the institution, especially in the area of program projections, should be included. The purpose of this committee is to review regulatory documents and to assure that the institution is in compliance with the appropriate standards which specify the qualifications of faculty and staff. Reports from this committee are directed to the Staff Development Committee.

The second objective of comprehensive staff development planning is the development of an annual plan for the institution. The annual plan is divided into two major parts.

The first part is the individual's Commitment Sheet. A Commitment Sheet is prepared by every member of the faculty and staff. It is more than just a reflection of interest. It is truly a commitment, a personal contract to which the individual commits himself. It reflects the results of his self-evaluation against the competencies which he identified for his job. It includes the objectives which he developed and the strategies for meeting those objectives. It is personal and it is a strong commitment.

The second part of the plan reflects the institutional commitment to staff development. It includes a quarterly listing of the group activities which will be sponsored by the institution. It specifies the dates of each activity, the speaker or program, and the approximate cost. It is this list which is circulated to the faculty and staff for their commitment of participation as individuals. The individual plans are attached to these lists and the two become the Comprehensive Staff Development Plan for the institution.

MODEL FOR COMPREHENSIVE STAFF DEVELOPMENT PLANNING


SPECIALTY GROUPS
Identify Specialty Competencies
Self Appraisal Using Competencies as the Standard
Statement of Specialty Needs Based on Results of the Appraisal
INSTITUTIONAL REVIEW GROUP
CORE GROUP
Review Accreditation Standards Professional Association Standards, and Institutional Long-Range Plan
Identify Institutional Needs
Write Goals and Objectives
Suggest Staff Development Activities
Write Goals and Objectives for Specialty Needs
Suggest Staff Development Activities
Isolate Needs Common to Several Specialty Groups
Write Goals and Objectives for Common Goals
Suggest Staff Development Activities
STAFF DEVELOPMENT COMMITTEE
Consolidate all Goals and Objectives
Review Suggested Activities
Develop Institutional Activities List
Solicit Individual Commitment Sheets (Plans)
Adjust Institutional Plan
Submit Plan for Approval
Implement Plan
Evaluate Plan
Annual Report to President

## IMPLEMENTING THE MODEL

Field tests have proved this model to be effective in guiding the development of comprehensive staff development plans at the institutional level. One of the better features of the models is its flexibility. This flexibility allows for modification or adjustment to the model when such adjustment better suits the needs of the institution. The following outline represents a way to introduce and implement the model in a one day faculty planning session. Approximately 70% to 75% of the process can be completed during this planning session. One additional meeting of the various groups usually is required.

### OUTLINE FOR MODEL IMPLEMENTATION
(One day session)

I. STAFF DEVELOPMENT COMMITTEE

- A. Should be appointed well in advance of the meeting day
- B. Should be briefed on the model and should attain a thorough knowledge of the model
- C. Should plan for the implementation program

II. CONSULTANT

- A. Brief the Staff Development Committee the day before the planning session
- B. Make presentation to "kick off" planning session
  1. Define Staff Development
  2. Point out need for staff development
  3. Tell how we do it
     - a. Assess needs
       - (1) individual
       - (2) institution

b. Establish Objectives

(1) individual

(2) institutional

c. Devise Strategies

d. Evaluate Results

4. Discuss roles of

a. Staff Development Committee

b. Specialty Committee

c. Core Committee

d. Institutional Review Committee

5. Make assignments to Specialty Committee

a. Determine competencies required in your own job

b. Decide in which competencies you need additional training

c. Suggest goals and activities

d. Record competencies and activities

III. SPECIALTY COMMITTEE

A. List competencies required

B. Measure self against competencies

C. Identify needs

D. Suggest activities

IV. CORE COMMITTEE

A. Review reports of Specialty Committee

B. Develop activity list for common needs

V. INSTITUTIONAL REVIEW COMMITTEE

A. List accreditation which regulate the institute

B. Make assignment for review of the standards for each accreditating agency

C. Make assignment for review of Long-Range plan

D. Adjust schedule of target dates for completing the review

vi. STAFF DEVELOPMENT COMMITTEE

A. Monitor meetings of Specialty Committee

B. Preside over report minutes at end of day

C. Establish dates and agenda by following meetings

D. Establish tartet dates for final reports

ANNUAL PLAN

for

PROFESSIONAL DEVELOPMENT

_____

-Year-

_____

-Institution-

Approved by:

_____

-Signature of President-

_____

-Date Approved-

ORGANIZATION FOR STAFF DEVELOPMENT

Staff Development Coordinator: _____

Staff Development Committee: _____

_____

_____

_____

_____

_____

_____

Specialty Committees:

Committee #1
Title:_____ _____

_____

_____

_____

_____

Committee #2
Title:_____ _____

_____

_____

_____

_____

Committee #3
Title:_____

Committee #4
Title:_____

Committee #5
Title:_____

Committee #6
Title:_____

Committee #7
Title:_____

Committee #8
Title:_____

_____

Committee #9
Title:_____

_____

Committee #10
Title:_____

_____

REPORT OF SPECIALTY COMMITTEES

| COMPETENCY REQUIRED | NEED IDENTIFIED | ACTIVITY PROPOSED |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
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| | | |

## REPORT OF CORE COMMITTEE

| COMPETENCY REQUIRED | NEED IDENTIFIED | ACTIVITY PROPOSED |
|---|---|---|
| | | |
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## REPORT OF INSTITUTIONAL REVIEW COMMITTEE

The competencies, objectives and activities for professional development compiled by the Institutional Review Committee are the result of a detailed review of the staff qualifications measured against the requirements of all accreditation agencies, professional organizations, other regulatory agencies and long-range plans to which the institution is committed.

| COMPETENCY REQUIRED | NEED IDENTIFIED | ACTIVITY PROPOSED |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

## QUARTERLY CALENDAR OF ACTIVITIES

_____

-Quarter-

| DATE | ACTIVITY | APPROXIMATE COST |
|---|---|---|
| | | |
| | | |
| | | |
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| | | |

## INDIVIDUAL COMMITMENT SHEET

Name: _____

Position: _____ Department: _____

I. PROFESSIONAL DEVELOPMENT OBJECTIVES FOR YEAR:

1. _____
2. _____
3. _____
4. _____
5. _____

II. INSTITUTIONAL ACTIVITIES IN WHICH I WILL PARTICIPATE. (ACTIVITIES WHICH ARE INCLUDED ON THE QUARTERLY CALENDARS)

| | Activity | Quarter |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |

III. OTHER ACTIVITIES IN WHICH I WILL PARTICIPATE ON MY OWN OR WHICH ARE NOT INCLUDED ON THE QUARTERLY CALENDARS. (graduate school, professional meetings, seminars, etc.)

| | Activity | Quarter |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

UNIVERSITY OF CALIF.
LOS ANGELES
CLEARINGHOUSE FOR
JUNIOR COLLEGES

Signature _____ Date _____